



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

500 East Rancho Road, Payson, AZ 85541

Payson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Will Dunman
Schedule : 07:30 AM to 04:00 PM
Grades : K-5
2005 Enrollment : 386
Web Address : www.pusd.k12.az.us
Phone Number : (928) 474-5882
Fax Number : (928) 472-2045
E-mail : wdunman@pusd.com

Mission

Unite students, parents, staff and community to achieve the common purpose of academic excellence.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To strengthen reading and language arts skills through consistent implementation of a structured language arts program, Accelerated Reader and Spalding reading instruction and intervention as measured longitudinally by AIMS.
- ü To strengthen student writing skills through an increased emphasis on writing correctly and staff development on increasing the quality of writing instruction (state Six Point Rubric) as measured longitudinally by AIMS.

Enrollment

October 1, 2004 School Year Student Enrollment : 360
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 36

Instructional Programs

- ü Phonics/Standards Based Instruction
- ü Thoughtful Inclusion--Multiply Handicap.
- ü After School Intervention and Enrichment
- ü Academic Blocks: Title I and Special Ed.

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/28/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Provide students with a safe environment; strong standards instruction; high expectations for student achievement and behavior; homework and in-class accountability; parent communication; continuous improvement and a positive image in the community.

Parents

Provide the students with a safe and orderly home environment; support school policies; ensure high attendance and being on time; high expectations for student achievement; frequent volunteering and parental participation in their child's education.

Transportation Policy

We provide transportation for all students who live more than one mile from the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Golden Bell Award	1990
ü Arizona Leadership Exemplary School	1998
ü Arizona Science Teacher of the Year	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	161	79306	66	90	99	449	458	445	10	5	10	6	12	18	55	54	51	29	29	20
All Students (Prior Year)	63	213	75509	100	100	100	523	530	521	2	3	13	33	26	23	35	38	33	29	34	31
Female	11	76	38691	61	90	99	470	462	446	0	3	10	0	13	18	73	57	52	27	26	20
Male	23	86	40583	72	91	99	439	454	445	14	7	11	10	11	18	48	51	50	29	32	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	21	32869	NC	91	99	NC	452	429	NC	11	15	NC	21	25	NC	37	51	NC	32	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	29	132	36197	66	89	99	447	458	463	11	4	5	4	10	11	56	56	53	30	29	31
Students with Disabilities	NC	24	10321	NC	100	100	NC	396	389	NC	23	30	NC	27	27	NC	27	34	NC	23	9
Students without Disabilities	44	154	69060	96	97	98	464	468	454	0	1	7	7	9	17	71	62	54	21	28	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	14	79	39415	64	86	96	463	458	431	8	4	15	15	19	25	31	49	50	46	27	10
Non-Economically Disadvantaged	36	99	39966	100	100	100	449	458	459	6	5	6	3	5	12	77	63	52	14	28	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	161	79395	66	0	99	457	460	446	0	2	9	10	17	25	81	67	55	10	14	11
All Students (Prior Year)	63	213	75492	100	100	100	533	527	519	0	1	12	17	16	16	54	60	47	29	24	24
Female	11	76	38743	61	0	100	488	469	451	0	3	7	0	15	24	73	66	57	27	16	12
Male	23	86	40618	72	0	99	440	452	440	0	1	11	14	18	27	86	68	53	0	12	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	21	32915	NC	0	99	NC	452	426	NC	11	15	NC	37	35	NC	32	47	NC	21	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	29	132	36221	66	0	99	456	461	465	0	1	4	7	14	15	81	72	63	11	13	17
Students with Disabilities	NC	24	10331	NC	0	100	NC	404	388	NC	9	25	NC	32	37	NC	50	34	NC	9	4
Students without Disabilities	44	154	69139	96	0	99	469	469	454	0	1	7	5	13	24	86	72	58	10	14	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	14	79	39484	64	0	96	464	455	429	0	3	14	15	23	35	77	62	47	8	12	4
Non-Economically Disadvantaged	36	99	39986	100	0	100	456	465	461	0	1	4	6	9	16	86	76	63	9	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	162	78869	66	91	99	435	459	442	0	1	6	26	20	21	71	66	63	3	14	10
All Students (Prior Year)	63	211	75053	100	100	99	575	576	597	8	6	7	13	16	12	71	71	72	8	6	9
Female	11	76	38536	61	90	99	478	480	458	0	1	4	9	13	15	82	66	67	9	19	14
Male	23	87	40302	72	92	99	409	438	428	0	0	8	38	26	26	62	64	60	0	9	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	21	32606	NC	91	98	NC	425	426	NC	5	8	NC	42	27	NC	47	60	NC	5	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	29	133	36078	66	90	99	433	462	459	0	0	4	26	17	16	70	68	66	4	15	14
Students with Disabilities	NC	24	10246	NC	100	100	NC	379	367	NC	0	18	NC	50	39	NC	50	40	NC	0	4
Students without Disabilities	44	155	68697	96	98	98	448	468	454	0	1	4	21	16	18	76	69	67	2	14	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	14	79	39106	64	86	95	445	455	427	0	1	8	31	26	28	62	63	59	8	10	5
Non-Economically Disadvantaged	36	100	39837	100	100	100	430	457	457	0	0	4	26	16	14	74	69	67	0	15	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	206	78906	100	100	99	508	506	498	5	8	13	9	14	19	63	57	48	23	21	20
All Students (Prior Year)	71	219	76019	100	100	100	527	514	499	0	4	14	34	35	39	19	23	14	47	39	33
Female	26	89	38644	100	100	99	514	497	500	9	12	12	13	17	19	48	51	49	30	21	19
Male	35	116	40236	100	100	99	504	513	497	3	5	15	6	13	19	73	62	46	18	20	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	25	31938	NC	100	99	NC	458	481	NC	28	19	NC	22	25	NC	44	46	NC	6	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	55	175	36483	100	100	99	518	512	517	4	5	7	8	13	13	63	58	51	25	24	30
Students with Disabilities	NC	23	10664	NC	100	100	NC	419	430	NC	33	42	NC	33	27	NC	33	26	NC	0	5
Students without Disabilities	55	183	68310	100	100	98	523	518	509	2	4	9	6	12	18	66	60	51	26	24	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	28	87	38679	90	95	96	509	499	483	7	8	20	11	20	25	64	60	45	18	11	10
Non-Economically Disadvantaged	33	119	40295	100	100	100	506	512	513	4	7	7	7	9	13	61	54	50	29	30	30

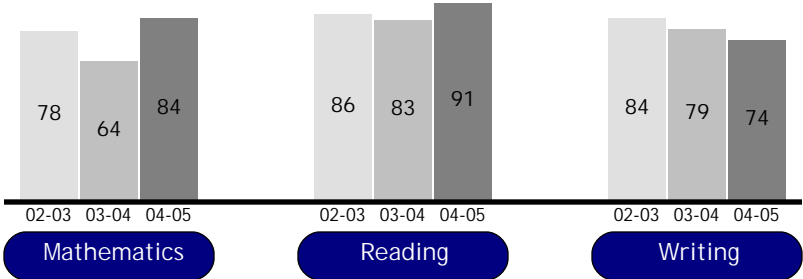
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	206	78908	100	0	99	506	499	484	0	2	10	7	12	23	80	77	58	13	9	9
All Students (Prior Year)	71	219	76020	100	100	100	511	511	503	6	9	25	18	23	23	63	51	40	13	16	12
Female	26	89	38648	100	0	99	519	496	489	0	1	8	9	16	22	70	71	61	22	12	10
Male	35	116	40233	100	0	99	497	501	479	0	2	12	6	9	25	88	82	55	6	8	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	25	31940	NC	0	99	NC	455	465	NC	11	16	NC	22	32	NC	67	49	NC	0	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	55	175	36502	100	0	99	516	504	502	0	1	4	6	10	14	80	79	67	14	10	15
Students with Disabilities	NC	23	10665	NC	0	100	NC	421	423	NC	5	30	NC	52	36	NC	43	31	NC	0	2
Students without Disabilities	55	183	68312	100	0	98	520	509	493	0	1	7	2	6	21	84	82	62	14	11	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	28	87	38662	90	0	96	508	498	468	0	2	16	11	13	32	79	78	49	11	6	3
Non-Economically Disadvantaged	33	119	40315	100	0	100	504	499	498	0	1	5	4	10	15	82	77	66	14	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	206	78750	100	100	99	514	514	500	4	2	6	16	22	29	79	75	63	2	1	2
All Students (Prior Year)	71	219	75673	100	100	100	586	547	530	1	9	12	12	21	25	79	65	58	7	5	4
Female	26	89	38586	100	100	99	539	521	515	0	1	4	9	17	22	87	79	71	4	3	3
Male	35	116	40135	100	100	99	496	508	486	6	3	8	21	26	35	73	71	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	25	31841	NC	100	99	NC	461	483	NC	6	8	NC	39	36	NC	56	55	NC	0	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	55	175	36440	100	100	99	523	520	516	4	2	3	16	20	22	78	77	71	2	1	4
Students with Disabilities	NC	23	10622	NC	100	100	NC	410	415	NC	10	21	NC	62	50	NC	29	28	NC	0	1
Students without Disabilities	55	183	68196	100	100	98	534	527	513	2	1	3	10	17	25	86	81	69	2	1	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	28	87	38558	90	95	96	517	510	485	4	2	8	18	28	37	75	69	54	4	1	1
Non-Economically Disadvantaged	33	119	40260	100	100	100	511	517	514	4	2	3	14	17	21	82	80	72	0	1	4

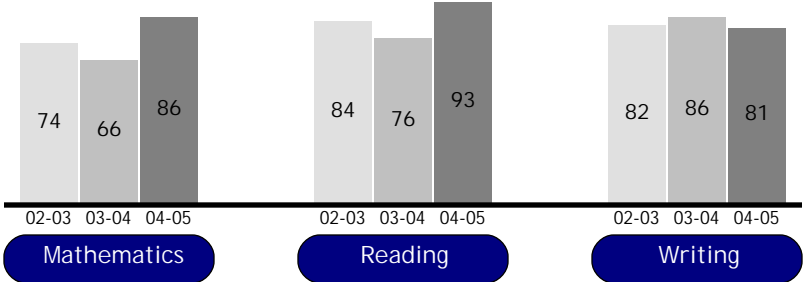
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	69	60	50	98	71	NA	58	100	58	59	47
	Language	98	51	46	43	100	50	55	50	100	47	55	47
	Mathematics	100	62	60	57	100	56	69	64	100	54	57	50
3	Reading	98	62	62	47	100	67	NA	55	98	59	57	44
	Language	100	62	61	54	100	64	62	61	98	55	56	44
	Mathematics	100	57	64	54	100	62	68	61	98	58	60	51
4	Reading	98	74	70	52	98	72	NA	56	100	59	56	48
	Language	98	67	60	48	100	60	55	52	100	58	57	49
	Mathematics	98	70	65	57	100	68	65	61	100	62	59	53
5	Reading	97	69	62	50	99	68	NA	55	100	69	62	50
	Language	100	62	55	46	99	63	57	49	100	61	56	50
	Mathematics	100	74	70	57	99	74	70	63	100	54	51	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Payson Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum
- ü Textbook Input
- ü School Safety Issues
- ü Dispersal of Undesignated Tax Credit \$
- ü School Promotion in the Community
- ü Volunteer Opportunities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	1.00	Teacher Aide	12.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	2	0	0
10 or more years	10	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Large Grass Athletic Field

Extracurricular Activities

- ü Student Council
- ü Computers
- ü Spanish
- ü After School Gifted and Intervention
- ü Ham Radio
- ü Drama
- ü Gardening

Social Services

- ü After School Program
- ü Breakfast Program
- ü Lunch Program
- ü Limited Counseling Services
- ü Parent Liaison

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Payson Elementary school has consistently high AIMS scores in third and fifth grades in reading, math and writing.
- ü Payson Elementary School is providing articulated training for writing instruction for teachers utilizing the six point writing rubric and Step Up to Writing.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school implements Character Counts. We have a veteran staff who perceive themselves as 'on duty' at all times. They command the respect of students and hold them accountable for behavior. A campus resource officer is also available.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Will Dunman	(928) 474-5882
Transportation Policy	Tom Piowarsy	(928) 472-2024
Community Resources	Laurie Lindell	(928) 474-5882
School Nutrition Programs	Joi Nelson	(928) 472-2036
Parent Organization	Will Dunman	(928) 474-5882
Student Health/Nurse	Laurie Lindell	(928) 472-2038

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.